

**AN ANALYSIS OF GENDER STEREOTYPES IN ENGLISH TEXTBOOK:
WHEN ENGLISH RINGS A BELL FOR THE 7th GRADE
OF JUNIOR HIGH SCHOOL**



An Undergraduate Thesis

**Submitted as a Partial Fulfillment of the
Requirements for S1-Degree**

By

**PUTRI ELBALQIS
NPM. 1511040110**

Study Program : English Education

**Advisor : Rohmatillah, M.Pd
Co – Advisor : M. Sayid Wijaya, M.Pd**

**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
2019**

**AN ANALYSIS OF GENDER STEREOTYPES IN ENGLISH TEXTBOOK:
WHEN ENGLISH RINGS A BELL FOR THE 7th GRADE
OF JUNIOR HIGH SCHOOL**

An Undergraduate Thesis

Submitted as a Partial Fulfillment of the Requirements for S1-Degree

By

**PUTRI ELBALQIS
NPM. 1511040110**

Study Program : English Education

**Advisor : Rohmatillah, M.Pd
Co – Advisor : M. Sayid Wijaya, M.Pd**

**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
2019**

ABSTRACT

AN ANALYSIS OF GENDER STEREOTYPES IN ENGLISH TEXTBOOK: *WHEN ENGLISH RINGS A BELL* FOR THE 7th GRADE OF JUNIOR HIGH SCHOOL

By
PUTRI ELBALQIS

Gender stereotype is a stereotype concerning about traits and roles possessed by females and males and those distinguish two genders from each other. It can give whether good or bad impact towards someone's life, but largely gives the ruinous impact for students. That is why gender stereotype is crucial to be identified. Additionally, in teaching and learning process gender stereotype is also possible to appear, for instance is in textbook. Moreover, *When English Rings A Bell* textbook is dominantly contained of female and male pictures. Therefore, the object analysis of this research was an analysis of gender stereotypes of visual images in *When English Rings A Bell* textbook.

This research was descriptive qualitative research with content analysis design. The researcher used two components of gender schema theory, they are feminine and masculine traits, and feminine and masculine occupations to run this research. Documentation was applied to collect the data. The process of analysis was started by rereading the data that had been filtered then describing how the authors depicted male and female and describing how the occupations of male and female were portrayed in the textbook, then making the conclusion. Afterwards, counting the occurrence of male and female in textbook and made it into percentage form.

The results showed that from traits aspect, there were five points could be identified and generally males and females were described commonly but in two points they were showed differently; many female pictures were described with short and curly hair, and several male pictures were depicted with the bangs on hair. Moreover, lots of female pictures were described with darker skin, while lots of male pictures were described with bright skin. Besides, in occupations aspect revealed that some occupations were only described for male. Whereas, the occupations; teacher, meal server, biker, hospital work, and the child care activity, were described for both of male and female. Overall, it could be said that gender stereotypes still dominantly appeared in male and female pictures. However, the authors also had deducted the occurrence of gender stereotypes by depicting some traits and occupations evenly. Additionally, the presentation of male and female picture revealed that male pictures were being the majority. It was shown that there were 265 (54.75%) male pictures, while 219 (45.25%) for female pictures, it meant that male and female were presented unequally in textbook.

Key words: *Gender Stereotypes, Gender Schema Theory, Visual Images, Textbook.*

DECLARATION

The researcher is a student with the following identity:

Name : Putri Elbalqis

Student Index Number : 1511040110

Thesis Title : An Analysis of Gender Stereotypes in English
Textbook: *When English Rings A Bell* for the 7th
Grade of Junior High School

Hereby states that this undergraduate thesis is definitely my own work. I am completely responsible for the content of this undergraduate thesis. Other writers' or experts' opinions or finding included in the undergraduate thesis were quoted or cited in accordance with ethical standards.

Bandar Lampung, November 2019

Putri Elbalqis
NPM. 1511040110





KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Alamat : Jl. Let. kol. H. Endro Suratmin Sukarame Bandar Lampung Telp. (0721)703260

APPROVAL

**Title : AN ANALYSIS OF GENDER STEREOTYPES IN
ENGLISH TEXTBOOK: WHEN ENGLISH RINGS A
BELL FOR THE 7TH GRADE OF JUNIOR HIGH
SCHOOL**

Student's Name : PUTRI ELBALQIS

Student's Number : 1511040110

Study Program : English Education

Faculty : Tarbiyah and Teacher Training Faculty

APPROVED

To be tested and defended in the examination session
at Tarbiyah and Teacher Training Faculty
State Islamic University of Raden Intan Lampung

Advisor

Rohmatillah, M.Pd

NIP: 19810508 2007102001

Co-Advisor

M. Sayid Wijaya, M.Pd

NIP: 198803172015031006

**The Chairperson
of English Education Study Program**

Meisuri, M.Pd

NIP: 198005152003122004



**KEMENTRIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI RADEN INTAN
LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN**

Alamat : Jl. Let. kol. H. Endro Suratmin Sukarama Bandar Lampung Telp. (0721)703260

ADMISSION

**A Thesis entitled: "AN ANALYSIS OF GENDER STEREOTYPES
IN ENGLISH TEXTBOOK: *WHEN ENGLISH RINGS A BELL*
FOR THE 7th GRADE OF JUNIOR HIGH SCHOOL", By: PUTRI
ELBALQIS, NPM: 1511040110, Study Program: English Education, was
tested and defended in the examination session held on: Tuesday, December 17th
2019.**

Board of Examiner:

Chairperson : Meisuri, M.Pd (.....)

Secretary : Dian Reftyawati, M.Pd (.....)

Primary Examiner : Agus Hidayat, M.Pd (.....)

Advisor : M. Sayid Wijaya, M.Pd (.....)

**The Dean of
Tarbiyah and Teacher Training Faculty**

Prof. Dr. Hj. Nirya Diana, M.Pd
NIP. 196408281988032002

MOTTO

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاهُ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاهُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا ۚ إِنَّ

أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتْقَاهُ ۚ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ ﴿١٣﴾

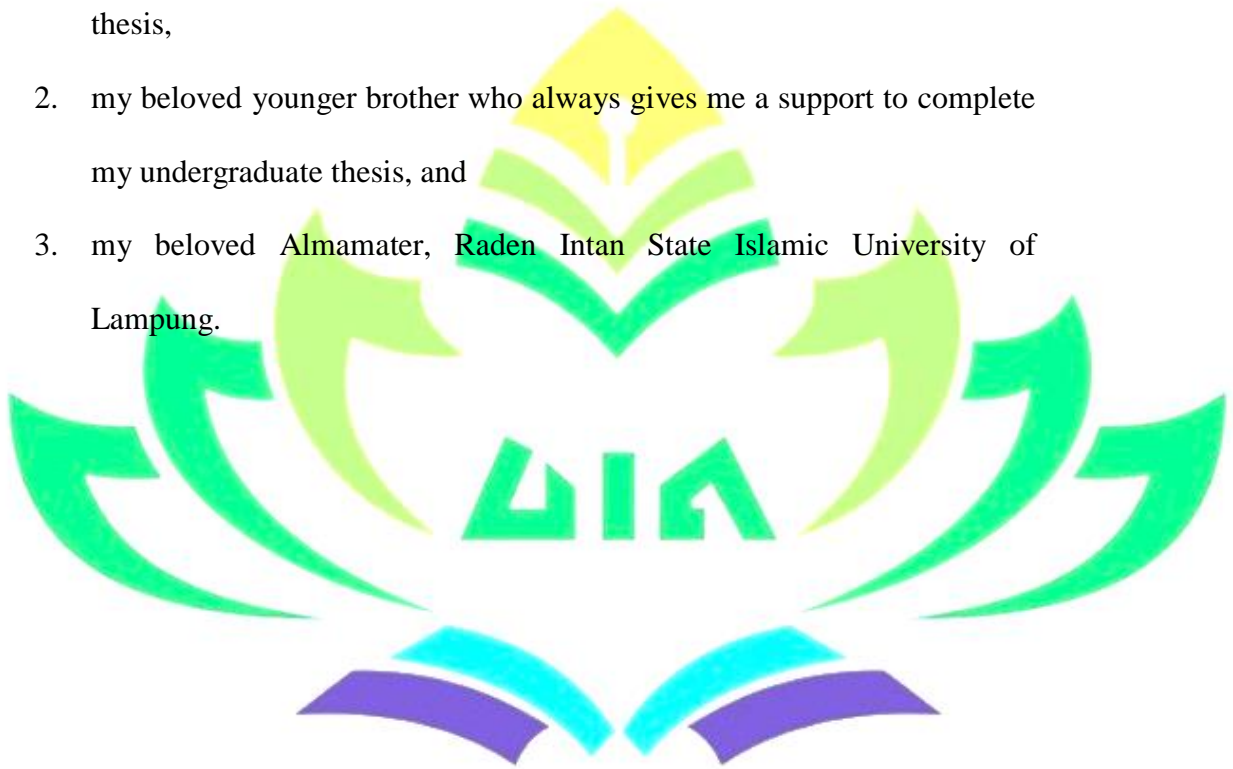
“ O mankind! We created you from a single (pair) of a male and a female and made you into nations and tribes that you may know each other not that you may despise (each other). Verily, the most honoured of you in the sight of Allah is (he who is) the most righteous of you. And Allah has full knowledge and he is well acquainted (with all things).” (Q.S Al – Hujurat: 13)¹

¹ Abdullah Yusuf Ali, *The Meaning of Holy Quran*, New Edition Revised Translation, (Madinah: Almana Publication, 2004), p. 366

DEDICATION

I offer up my praise and gratitude to Allah SWT for always giving the abundant blessing to me. Then, I sincerely dedicate this undergraduate thesis to:

1. my lovely parents Mr. Suprpto S.Ag and Mrs. Dewi Anggraeni S.Ag who always pray and support me until I could finish this undergraduate thesis,
2. my beloved younger brother who always gives me a support to complete my undergraduate thesis, and
3. my beloved Almamater, Raden Intan State Islamic University of Lampung.



CURRICULUM VITAE

The researcher's name is Putri Elbalqis. She was born in Bandar Lampung on April 13th, 1997. She is the first child from two siblings of Mr. Suprpto S.Ag and Mrs. Dewi Anggraeni S.Ag.

The researcher started her education at SDN 2 Perumnas Way Kandis then graduated in 2009. She graduated from MTsN 2 Bandar Lampung in 2012 and graduated from SMKN 5 Bandar Lampung in 2015. In 2015, she was accepted to be a student in English Education Study Program of Teacher Training Faculty through SBMPTKIN at State Islamic University of Raden Intan lampung.



ACKNOWLEDGEMENT

Alhamdulillahirobbil ‘alamin, first and foremost, the researcher would like to express her grateful to the almighty Allah SWT, who has given her chance, guidance, and blessings. Therefore, the researcher could compose and finish this undergraduate thesis. Peace and salutation may always be praised to our prophet Muhammad Peace Be Upon Him who has brought us from the darkness to the brightness. By the grace of Allah SWT so that the researcher could finish her undergraduate thesis entitled “An Analysis of Gender Stereotypes in English Textbook: *When English Rings A Bell* for the 7th Grade of Junior High School.” This undergraduate thesis is submitted as one of the fulfillment of the requirements for the award of undergraduate degree of English Education Study Program at State Islamic University of Raden Intan Lampung.

In doing this observation and composing this undergraduate thesis, the researcher could not finish it only by her self, the researcher had got many support, help, advice, and prayers of people surround her. Numerous people had given the contribution such as their ideas, and time to help the researcher to complete her undergraduate thesis. Therefore, the researcher would like to express her deepest feeling of her heart for people who always care of her and she would like to convey thankfulness in depth to:

1. Prof. Dr. Hj. Nirva Diana M.Pd, the Dean of Education and Teacher Training Faculty and all her staff who have given their goodness and services.
2. Meisuri M.Pd, the chairperson and Yulan Puspita Rini M.A, the vice chairperson of English Education Study Program and all of the lectures who have given suggestions, guidelines, motivations, and encouragements to the researcher.
3. Rohmatillah M.Pd as the researcher's advisor who has contributed and guided the researcher in the accomplishment of the undergraduate thesis.
4. M. Sayid Wijaya M.Pd as the researcher's co-advisor who has helped and given lots of suggestions in arranging this undergraduate thesis until finished, the researcher is really lucky in getting co-advisor such a kindness lecturer.
5. All of my classmates (PBI Class B 2015) who have accompanied the researcher during at class and outside class. The researcher is rightfully proud to have such as good classmates and all the students of English Education Study Program who can not be mentioned one by one, and especially to my beloved friends Maya Andriani, Putri Ayu, Rismala Dewi, Luthfi Nur Ubay, Nurayu Prelia Putri and Riani Faniyanti, who have given their ideas and support for the researcher.
6. All of my friends in teacher training (PPL) at SMP Negeri 19 Bandar Lampung and all members of KKN posko 153, thank you for your nice attention and accepting the researcher in part of your story life.

However, the researcher realizes that this undergraduate thesis has limitation in certain way and it is far from being perfect. Thus, critique, comment, and suggestion are expected to arrange a better paper in the forthcoming. Hopefully, this research can be useful and can give the beneficial for the readers who want to get information about gender stereotypes.

Bandar lampung, November 2019
The Researcher

Putri Elbalqis
NPM. 1511040110



TABLE OF CONTENTS

| | Page |
|--------------------------------------------|-------------|
| COVER | i |
| ABSTRACT | ii |
| APPROVAL..... | iii |
| ADMISSION..... | iv |
| DECLARATION..... | v |
| MOTTO | vi |
| DEDICATION..... | vii |
| CURRICULUM VITAE..... | viii |
| ACKNOWLEDGEMENT | ix |
| TABLE OF CONTENTS..... | xii |
| LIST OF TABLES | xiv |
| LIST OF FIGURES | xvi |
| CHAPTER I INTRODUCTION | |
| A. Background of the Problem..... | 1 |
| B. Limitation of the Problem | 8 |
| C. Problem Formulation..... | 9 |
| D. Research Objectives | 9 |
| E. Research Significances..... | 10 |
| F. Scope and Limitation of the Study | 11 |
| CHAPTER II REVIEW OF LITERATURE | |

| | |
|---------------------------------------------------|----|
| A. Stereotypes | 12 |
| 1. Concept of Stereotypes | 13 |
| 2. Types of Stereotypes | 15 |
| B. Gender Stereotypes | 16 |
| 1. Concept of Gender Stereotypes | 17 |
| 2. Impacts of Gender Stereotypes | 19 |
| 3. Personality Traits of Gender Stereotypes | 21 |
| C. Gender schema theory | 22 |
| 1. Concept of Gender Schema Theory | 22 |
| 2. Types of Gender Schema Theory | 25 |
| 3. Components of Gender Schema Theory | 25 |
| D. Images | 31 |
| 1. Concept of Images | 31 |
| 2. Types of Images | 32 |
| E. Visual Images in Textbook | 33 |
| 1. Concept of Visual Images in Textbook | 33 |
| 2. The Role of Visual Images in Textbook | 34 |
| F. Textbook | 36 |
| 1. Concept of Textbook | 36 |
| 2. Textbook Analysis | 38 |
| 3. Textbook in EFL | 41 |
| 4. Analysis Aspects of Textbook | 42 |

CHAPTER III

RESEARCH METHODOLOGY

| | |
|--------------------------------------|----|
| A. Research Design | 46 |
| B. Data Source | 48 |
| C. Data Collection | 48 |
| D. Instrument | 49 |
| E. Trustworthiness of the Data | 52 |
| F. Data Analysis | 56 |

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

| | |
|--------------------------------------------|------------|
| A. Research Finding | 59 |
| B. Discussion | 280 |
| CHAPTER V CONCLUSION AND SUGGESTION | |
| A. Conclusion | 296 |
| B. Suggestion..... | 297 |
| REFERENCES..... | 299 |



LIST OF TABLES

| | Page |
|----------------------------------------------------------------------------------------------------------------------|------|
| Table 1. The common of personality traits possessed by female and male | 21 |
| Table 2. The Indicators of Feminine and Masculine Traits | 50 |
| Table 2.1 The Indicators of Feminine and Masculine Occupations..... | 50 |
| Table 3. The data sheet of the feminine and masculine traits of the visual images in textbook | 51 |
| Table 3.1 The data sheet of the feminine and masculine occupations of the visual images in textbook..... | 51 |
| Table 3.2 The data sheet of the percentage of the occurrence of female and male character in the textbook | 52 |
| Table 4. Finding the data of the Feminine and Masculine Traits of the Visual Images in Textbook..... | 61 |
| Table 4.1 Finding the data of the Feminine and Masculine Occupations of the Visual Images in Textbook | 181 |
| Table 4.2 Finding the data of the Percentage of the Occurrence of Female and Male Character in the Textbook | 275 |
| Table 5. The Occurrence of Female Picture with the Short and Curly Hair | 283 |
| Table 5.1 The Occurrence of Male Picture with the Bangs on the Hair | 283 |
| Table 6. The Occurrence of Male Pictures with the Moustache | 284 |
| Table 7. The Occurrence of Female Pictures with the Bandanna | 287 |
| Table 7.1. The Occurrence of Female Pictures with the Ribbon | 287 |

| | |
|-------------------------------------------------------------------------------------|-----|
| Table 7.2. The Occurrence of Female Pictures with the Veil | 287 |
| Table 7.3. The Occurrence of Male Pictures with the Cap | 288 |
| Table 8. The Occurrence of Female Pictures with the Darker Skin..... | 289 |
| Table 8.1. The Occurrence of Male Pictures with the Bright Skin | 290 |
| Table 9. The Occurrence of Female Pictures with the Indoor or Outdoor Works..... | 292 |
| Table 9.1 The Occurrence of Male Pictures with the Indoor or Outdoor Works..... | 292 |



CHAPTER I

INTRODUCTION

A. Background of the Problem

Stereotype is an issue which has been influencing someone's life in time to time. Stereotypes can appear in many aspects. Such as in the daily life and education, stereotypes also occur in gender. Some utterances that contain of stereotypes are: a girl is fussy and bossy, boy is stronger than girl, math is difficult, book is the window of the world, women are terrible drivers.² The first, the second and the last example are stereotypes happen in the gender, while the third and the fourth are in the education.

Unconsciously, stereotypes will make people have their own assumption about something. As the one example of stereotypes in education is that in the school, math is well known as a difficult lesson. When students hear about this they will think and believe that math is really difficult and maybe they will avoid it in their life. However, in fact not every student will feel the same because everyone has the different skill and knowledge. The next example is about gender stereotypes.

As stated previously, that women are terrible drivers is like a judgment that indicates all women are terrible in driving maybe because women are labeled as the sloppy creature. However, in the real situation, it is

² Cited from a thesis by Fay Van Craeynest, *Gender representations in EFL textbooks: A Quantitative and Qualitative Content Analysis*, Faculteit Letteren & Wijsbegeerte, 2015, p. 9

not always like that. It is possible that women are good in driving. Unconsciously that situation reflects to the impact of gender stereotypes.

In fact, stereotypes also will be impactful towards someone's thought. Stereotype is like a simple idea about something, it is supported by Cook and Cusack who pointed out that stereotype is the presumption or a simple view about attributes or characteristics or the roles which are and should be performed by members of a particular group. It can be implied that stereotype is an overgeneralization idea.³ Which means that a member of particular group probably will do something based on the characteristic or attribute people think about, no matter it is fully true or not.

Further, Unesco explained that gender stereotypes can happen when the gender attributes, the gender roles and the diversities among them are in the simplistic generalizations.⁴ It means that gender stereotype is an overgeneralization idea about gender roles and attributes. Besides, it can be possitive and negative.

As the positive examples are maths are good for boys, men adore the science, women are cherishing, girls always love cooking, but in the realistic condition is not all boys like maths, not all men love science, and not all women and girls are caring and loving to cook.⁵ Whereas, the negative of gender stereotypes can happen if there is an imbalance between men and women, and usually it will bring an inequity and a discrimination to the one side of gender in the society.

³ *Ibid*

⁴ *Ibid.*, p. 9

⁵ *Ibid.*,p. 10

Some utterances that can be seen as the negative view for women; women are nurturing, women are weak, because it will affect the women's life, and even it will give a limitation for them to expand their personal capacity in society, moreover their career also can get the impact.⁶ These impacts can happen because gender stereotype is a belief, and that belief can affect how people perceive about something and it will shape a thought how to react towards something.

It can be seen clearly, that stereotypes especially in gender, have a deep impact to the gender itself. As mentioned formerly, that gender stereotypes can appear in the simple utterance – it can be written or spoken. In addition, gender stereotypes also arise in a visual form, and unfortunately, studies of gender and language have proved that gender stereotypes or gender bias – whether in written, spoken or images form – have ruinous effect towards the female students.⁷ It means that the impact of gender stereotypes potentially bring a bad effect and even can change the students' life.

Another term that actually gives an impact towards students' life is called as gender schema. It is a schema that causes children can be gendered from an early age. That schema is formed since they are born. It comes from the culture of society around the children, and well known as a cognitive

⁶ A research from OHCHR Research and Right to Development Division Rule of Law, *Gender stereotypes and Stereotyping and women's right*, 2014, p. 1

⁷ Abdullah Gharbavi, *A Content Analysis of Textbooks: Investigating Gender Bias as a Social Prominence in Iranian High School English Textbooks*, English Linguistics Research. 1(1), 42-49. (Iran : Sciedu Press, 2012), p. 42

account of sex typing, that is introduced by Bem – the U.S psychologist.⁸ It means that the children's gender is also affected by schema of gender. Moreover, gender schema theory has many components, two of them are about feminine and masculine traits, and feminine and masculine occupations. These components are the main key and will be explained deeply in the next chapter.

Previously, it has been mentioned that gender stereotypes potentially give an effect towards the gender. Another side who is risky to get the impact from gender stereotypes is students, especially young children. In school, teachers use textbook as the media for teaching. It means that students are getting familiar with the content of textbook. It is already known that content of textbook can be in written text or images.

As the one kind of teaching media, textbook plays role for students, not only in increasing their knowledge or helping them to understand the materials from teacher, but also textbook can bring a psychology effect for them. It is shown that at age 4, girls have recognized that 'housekeeping' is their main role as a girl, while 'money-earning' is the role for boys. Moreover, at age 7 children have known that gender is the basic component of self.⁹ It seems that children are affected by what they see and what they experience, because children still learn by seeing and imitating.

⁸ Christine R. Starr & Eileen L. Zurbriggen, *Sandra Bem's Gender Schema Theory After 34 Years: A Review of its Reach and Impact*, Sex Roles, Springer Science+Business Media New York 2016, p. 1

⁹ Anja Sovič and Vlasta Hus, *Gender Stereotype Analysis of The Textbooks for Young Learners*, (Slovenia : Procedia - Social and Behavioral Sciences vol :186, 2015), p. 495

Children are easy to be influenced. They still do not completely know about who they are, what they passionate about, or how about their role in the society. When children in school, they learn about anything, not only about the general lesson; math, science, art, sport, and so forth, but they also learn about how to act, how to take attitude, and how to take appearance which is suitable with their gender. It means that children should get the right learning.

Since children are easy to be affected, teacher should be careful in giving the learning and be selective in choosing the media for learning. However, the teenagers are also important to be discussed, because they are still looking for the real identity of their self. In addition, teenagers are in the transition of age, where they like to try something new in their life. Inspite of children, teenagers are in the puberty phase. They will feel the changes of their self, whether biologically or mentally. As the teenagers they still like to learn from illustration or images which are in color. It can be implied that as the teachers, they should be able to select the textbook which is relevant with the students' need, age, and gender.

Despite of the fact that nowadays, the existence of textbook are available from many different authors, involuntary there are still a lot of textbooks especially in EFL textbooks which contain of gender stereotypes. It is supported by many studies about the imbalance proportion of male and female – whether in text or in visual images – in the textbook from any countries, such as a study about gender roles representation in 96 primary

school textbooks conducted by Shteivi in Jordan. He found that male dominated the majority of public roles (87%), while the female role was only in traditional roles such as teaching.¹⁰ It is shown that the role of male is still being the domination in the public roles.

The relevant finding comes from a research in Indonesia – collaborated with Australia – by Utomo and friends who showed that male frequently existed in public sphere while female was inclined to deal with work in private or domestic sphere. Likewise, in terms of social leadership and technology, male also presented more active than female. These results were found in the gender depiction in 86 textbooks from 4 major subject areas namely Bahasa Indonesia, English language, Islamic Religion, Science and Biology, Social Science and Sport and Healthy Living. All those textbooks adopted KTSP curriculum or the Indonesian previous curriculum.¹¹ It can be implied that males always existed in public sphere, moreover in some terms, they also are shown more active than females.

In the similar vein, there was Ummu Salamah from Syarif Hidayatullah State Islamic University Jakarta who did an analysis about gender representation in Bright English textbook published by Erlangga. She found that gender is presented unequally in Bright English textbook. It was shown from six aspects provided by Logsdon, such as number of males and

¹⁰ Mohammed Y. Nofal, Hanadi A. Qawar, *Gender Representation in English Language Textbooks: Action Pack 10*, American Journal of Educational Research Vol. 1, No. 2, 2015, pp. 14-18, p. 15

¹¹ Fadhila Yonata & Yan Mujiyanto, *The Representation of Gender in English Textbooks in Indonesia*, Language Circle: Journal of Language and Literature, 2017 vol 12(1) 91-101, p.92

females pictures, number of males and females roles, number of males and females games, number of males and females models, number of males and females mentioned, and pattern of mentioning males and females' names. The result showed that males dominated in four aspects, while females were more visible in two aspects.¹² It can be highlighted that unconsciously the representation of gender in that textbook is presented unequally.

It is already mentioned that there are still many EFL textbooks in some countries which contain of gender stereotypes and unfortunately it is also found in Indonesia. Many authors depict the imbalance between men and women. However, whether textually or visually in illustration, gender stereotypes potentially give an effect towards the students. Meanwhile, the differences between the previous study towards this research are; the first example of the previous study – comes from Shteivi – conducted a research that focused on the gender roles in the textbook, while the second, the researcher analyzed the gender depiction from textbook of the previous curriculum in Indonesia, and the last previous study, focused on analyzing the gender representation in the textbook which more concern to analyze the representation of gender based on aspects provided by Logsdon.

While in this research, the researcher concerned to conduct an analysis about gender stereotypes in a textbook of current curriculum, and focused on analyzing gender stereotypes of visual images by using gender schema theory. The textbook that had been analyzed was an English textbook

¹² Ummu Salamah, Thesis, *Gender Representation in the English Textbook, A Content Analysis of Bright for Seven Grade Student Published by Erlangga*, (Jakarta: Syarif Hidayatullah State Islamic University Jakarta, 2014)

entitled: *When English Ring A Bell*. This book is 2017 revision, with the authors are Siti Wachidah and friends. The researcher chose this textbook to be analyzed because it is the official textbook published by the ministry of education and culture which is used in many schools in Indonesia especially for the 7 graders of junior high school.

Based on these reasons, the researcher focused on her research on analyzing gender stereotypes which occurred in the EFL textbook. Therefore, the researcher entitled her thesis “An Analysis of Gender Stereotypes in English Textbook: *When English Rings A Bell* for the 7th Grade of Junior High School”.

B. Limitation of the Problem

The researcher limited the problem of her research by focusing on analyzing gender stereotypes of visual images especially the male and the female characters in English textbook: *When English Rings A Bell* for VII Grade Students of Junior High School. To do the analysis, the researcher needed a theory to reveal how gender stereotypes might occur in the textbook especially in images of males and females character.

In order to gain the analysis, the researcher used two components of gender schema theory; feminine and masculine traits – particularly the physical appearance – and feminine and masculine occupations. Those components were completely suitable with the object analysis of this research.

Moreover the images that had been analyzed were the males and the females character, and to detect the occurrence of gender stereotypes itself, the researcher saw how the authors of textbook depicted those characters in a visual form. Reflected to this case, the researcher conducted her research by using two components of gender schema theory: feminine and masculine traits and feminine and masculine occupations.

C. Problem Formulation

Dealing with the background of the problem and limitation of the problem, the researcher recognized the problems as follow :

1. How are male and female described in visual images in textbook “When English Rings A Bell”?
2. Are male and female presented equally in textbook “When English Rings A Bell”?

D. Research Objectives

Based on the problem formulation, the research objectives can be identified as follow :

1. To find out how male and female are described in visual images in textbook “When English Rings A Bell”
2. To find out whether or not male and female are presented equally in textbook “When English Rings A Bell”

E. Research Significance

The results of this research are expected to give some significance not only theoretically but also practically. The detail of the significance will be presented below:

1. Theoretically

The results of this research are expected to be useful for the readers to expand their knowledge about textbook analysis, especially in gender stereotypes analysis, because this research is contained of many theories related to gender stereotypes.

2. Practically

a. For the student

The results of this research are expected to give information for the student about the occurrence of gender stereotypes of visual images in textbook *When English Rings a Bell* for the 7th grade of junior high school.

b. For the teacher

The results of this research are expected to:

1. Make the teacher be aware of the impact of gender stereotypes that occur in the textbook.
2. Make the teacher be able to diminish the occurrence of gender stereotypes in teaching and learning process.

c. For the other researcher

The results of this research are expected to be a reference for other researchers who are interested in developing similar study.

F. Scope and Limitation of the Study

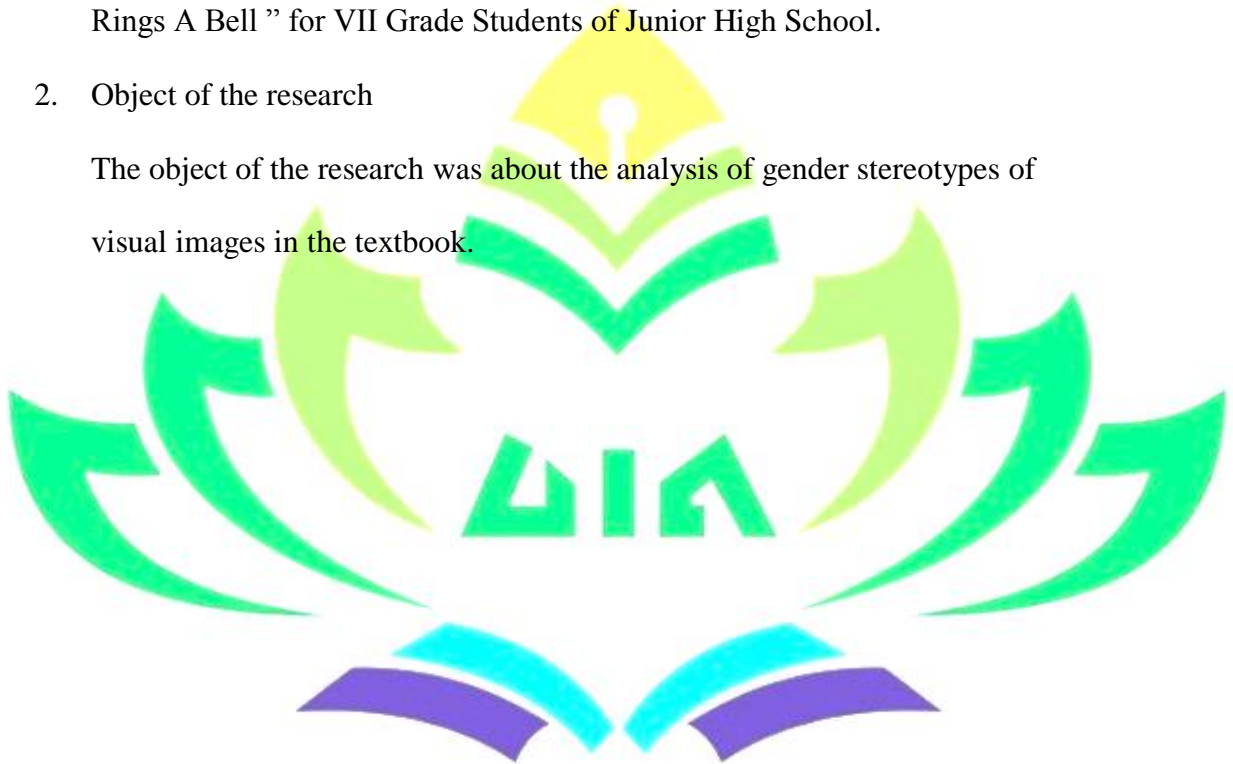
Based on background of the problem, the researcher formulated scope and limitation of the study as follows:

1. Subject of the research

The subject of the research was about the book entitled “ When English Rings A Bell ” for VII Grade Students of Junior High School.

2. Object of the research

The object of the research was about the analysis of gender stereotypes of visual images in the textbook.



CHAPTER II

REVIEW OF LITERATURE

Related to the background of the problem, limitation of the problem and the problem formulation which have been exposed in the first chapter, further in the second chapter, the researcher provided some terms that were going to be explained in depth. The terms that appeared in this chapter are stereotypes, gender stereotypes, gender schema theory, images, visual images in textbook, and textbook.

The first discussion is about stereotype. In this discussion, the researcher revealed the definition and the impacts of it. While the second is about gender stereotypes, where the definition, the impact of them and the traits are explained. The third is gender schema theory. This is the main term which is used to run this research. After that, the researcher explained more about the images and visual images in the textbook. In images, the researcher only explained the term of images generally, and next, the researcher explained about the role of visual images specifically which appears in the textbook. Whereas, the last term is about textbook, where some aspects which are related to the textbook are explained.

A. Stereotypes

In this part, some discussions which are important and related to stereotypes are discussed, such as the definition, the examples and the impacts of stereotype. The discussion is begun by giving the examples of

stereotypes itself, and come to the stereotypes definition by the experts. The next is about the stereotypes impacts, and the last is positive and negative stereotypes in society.

1. Concept of Stereotypes

People lives in many different countries, with the different cultures, habits, religions, and so forth. Societies have a belief that will affect their perception about something. For instance, all of the rich people will have a happy life, the cemetery is desolate, the eyeglassed peoples are smart. Those examples are the assumption about the phenomenon, and people believes it as the truth. This situation reflects to stereotypes. Dyer in Holmes and Meyerhoff argued that stereotypes is one aspect of the habit of ruling groups to attempt to fashion the whole of society according to their own world view, value system, sensibility and ideology.¹³ Which means that stereotypes are formed of a habbit that become a belief, and because of that, each person will act and behave based on their life background.

Stereotype is the general view or the preconception about the attributes or characteristics that should be possessed by something, or members of a particular social group.¹⁴ It means that stereotype is a simplistic idea about attributes or characteristic possessed by something. Stereotypes can happen if it ascribes characteristics to an individual based solely on group

¹³ Janet Holmes and Miriam Meyerhoff, *The Handbook of Language and Gender*, (United Kingdom : Blackwell Publishing Ltd, 2003), p.471

¹⁴ A research from OHCHR Research and Right to Development Division Rule of Law, *Gender stereotypes and Stereotyping and women's right*, 2014, p. 1

membership.¹⁵ It is also possible to affect the perception about something around us. As the example that the rich people will have a happy life. It is argued by many that the rich men or women definitely have a good life, so that they will always be happy. This assumption is in contrast to the real situation, because not all of the rich men or women will always get a happy life. Furthermore, it is not rarely found that the poor people can get a happy life, because the happiness can not be determined by how much money we have or how much the wealth we get. In similar vein, the statement about cemetery is desolate and the eyeglassess people is smart, are also not fully right.

In Janowiak's point of view cited in Lewandowski, stereotype is the nature prespective which can influence the opinion of surrounding world, hence stereotypes, socially-imposed depersonalized constructs which affect actual individuals in creating and activating social expectations.¹⁶ It means, stereotypes can give an impact towards the opinion or argument about surrounding world and affect someone to take an action. Stereotypes are also defined as beliefs about social groups in terms of the traits or characteristics that they are believed to share. Stereotypes are cognitive frameworks that influence the processing of social information.¹⁷ It can be known that

¹⁵ Patricia B. Campbell, Ph.D. Jennifer N. Storo, *Girls are, Boys are, Myths, Stereotypes & Gender Differences*, Office of Educational Research and Improvement U.S. Department of Education, 1994, p. 8

¹⁶ Marcin Lewandowski, *Gender Stereotyping in EFL Grammar Textbook : A Diachronic Approach*, *Linguistik Online* 68, 6/14, p. 83

¹⁷ Robert A. Baron Nyla R. Branscombe, *Social Psychology*, (United States of America : Pearson Education Limited, 2014),thirteenth edition, p. 201

stereotype is a belief that include the trait and also impactful towards the process of getting social information.

Lee and friends in Matsutomo and Juang also added that stereotypes are generalized images that we have about groups of people, particularly about their underlying psychological characteristics or personality traits.¹⁸ It means every single person will always have his/her own perspective about others' attributes or traits. Those traits can be about physical appearance, abilities, and behaviors. All in all, stereotypes can be known as the general preconceptions about something or a phenomenon which are believed by the society as the truth.

2. Types of Stereotypes

In general, stereotypes can be divided into two types; Stereotypes about one's own group are called autostereotypes and stereotypes about other groups are called heterostereotypes.¹⁹ Those kind of stereotypes are possible to affect how people percieve his/her self and someone's life. Moreover, they can be positive and negative, can be accurate or inaccurate, and may be either agreed with or rejected by members of the stereotyped group.²⁰ Those effects actually depend on people's opinion whether they want to think and to percieve them as the truth or not.

As the example of positive stereotype is that Asians are hardworking, the "model minority". Another positive stereotype is that Germans are

¹⁸ Davis Matsutomo and Linda Juang, *Culture and Psychology*, (Wadsworth: Cengage Learning, 2008), third edition, p. 69

¹⁹ *Ibid*

²⁰ Robert A. Baron Nyla R. Branscombe, *Opcit*

industrious and scientifically minded. As the negative stereotype, hooliganism can be one example. It is a situation when there are some people of group who act cruelly at sporting events – for example in soccer competition – which can cause an incident at the moment.²¹ It is obviously seen that both of positive and negative stereotypes are not impossible to affect the situation around us. Even stereotypes can happen in many aspects, such as in education, daily life, gender, and so on. They also possible to occur in any situations. Kunda and Spencer in White, conveyed that stereotypes may thus exist and continue to bias perceptions at an implicit level, even if they are not present at an explicit level.²² That means, stereotypes can occur in a broad way – implicitly or explicitly, but stereotype will be more dangerous if it exists implicitly, because people will be unconscious to do or to accept the stereotype itself.

The point is, stereotype is crucial to be known, and no matter in any aspect, no matter it exists implicitly or explicitly, the occurrence of stereotypes should be diminished because it will be impactful towards the someone's life or people in a particular group, whether physically, or mentally.

B. Gender Stereotypes

The first discussion in this part is about the simple situation of gender stereotypes in society. Further, gender stereotypes definition is revealed from some sources, and also supported by some examples to illustrate how gender stereotypes can appear in some fields. Moreover, the common traits about the

²¹ *Ibid.*, p. 439

²² Michael J. White & Gwendolen B. White, *Implicit and Explicit Occupational Gender Stereotypes*, Sex Roles (2006) 55:259–266, p. 260

personality of female and male are also portrayed in a table, and implicitly, the impacts of gender stereotypes are exposed in this discussion.

1. Concept of Gender Stereotypes

Nowadays, when we live in a modern era, the case that is still present is the fact that males are depicted outnumbered of females. Whether in some aspects; the daily life, the career, even the education aspects, the females position are beneath the males. It is caused by the different view of societies towards the status of males and females. They are portrayed and treated differently, however between male and female should have the same right and status in societies. These cases will bring to the discussion about gender stereotypes.

Baron outlined that gender stereotypes are the stereotypes concerning the traits possessed by females and males and those distinguish the two genders from each other.²³ It is like gender stereotype is more concern about the overgeneralization idea about the gender traits that makes them be easy to be differentiated. Further, gender stereotype is defined as the overgeneralization or simplistic idea about the gender role.²⁴ It can happen when there is one gender – between male or female – treats unfairly, and feels discriminated. Moreover, Ashmore and Boca in Swann et.al defined gender stereotypes very broadly as structured sets of beliefs about the personal attributes of women and men and these beliefs were assumed to include

²³ Robert A. Baron Nyla R. Branscombe, *Opcit.*, p. 201

²⁴ Cited from a thesis by Fay Van Craeynest, *Gender representations in EFL textbook : A Quantitative and Qualitative Content Analysis*, Faculteit Letteren & Wijsbegeerte, 2015, p. 9

pictorial, behavioral, and affective components.²⁵ It can be implied that gender stereotypes is a belief about gender's personal attribute that will affect the gender itself in taking an attitude, taking an appearance, and taking an action in doing something.

Franzoi in Catalán pointed out that gender stereotypes are social beliefs often learned from others which result from social classification of people into groups because of their presumed common attributes.²⁶ In a simple definition, gender stereotypes seem like a role, attribute, or personality that – societies believe – have to be possessed by male or female. Hence, both of them should do or should not do something that is suitable with their stereotypes in society. It means that actual individuals have to respond to the stereotypical roles expected of them.²⁷ Therefore, it is frequently happened that males and females are trying to fulfill what society expect to them, until both of them – males and females – feel uncomfortable with themselves.

Gender stereotypes also can be mentioned as sexist language. It is a language that expresses bias in favor of one sex and thus treats the other sex in a discriminatory manner.²⁸ That means gender stereotypes can be seen as a language and bring a distraction to the gender itself. Furthermore, Williams and Best in Lewandowski argued that sex stereotypes operate at two separate

²⁵ William B. Swann, JR. Judith H. Langlois, Lucla Albino Gilbert, *Sexism and Stereotypes in Modern Society*, (Washington DC : American Psychological Association, 1999) The Gender Science of Janet Taylor Spence, p.76

²⁶ Rosa María Jiménez Catalán, *Gender Perspectives on Vocabulary in Foreign and Second Languages*, (New York : Palgrave Macmillan, 2010), p. 106

²⁷ Janet Holmes and Miriam Meyerhoff, *Op cit.*, p. 472

²⁸ Mohadeseh Amini and Parviz Birjandi, *Gender Bias in the Iranian High School EFL Textbooks*, English Language Teaching Vol. 5, No. 2; February 2012, p. 135

levels: sex-role stereotypes, which include popular beliefs about the suitability of roles and activities for males and females, and sex-trait stereotypes, for instance psychological or behavioral traits that are commonly believed to be characteristic of one gender rather than the other.²⁹ It is clear that gender stereotypes can include two terms that are related each other – sex traits and sex roles. Both of them are very impactful to the gender itself, therefore they can be seen as the aspects which are crucial to be known. All in all, gender stereotype is defined as the stereotypes about traits and roles possessed by males and females, and it can be as the determinant to differentiate the gender itself. Moreover, because of gender stereotypes, it is frequently happen that both of males and females always try to fullfil what societies expect to them in doing something or in taking appearance based on the stereotypes in their environment.

2. Impacts of Gender Stereotypes

Gender stereotypes appear in many terms, two of them are in education, job and career. Similar with the stereotypes, gender stereotypes itself also can be positive and negative. As in the past, it was thought that the belief about “mathematics is for men” was held largely by girls and women, and that it prevented them from choosing mathematics courses and mathematics-related activities.³⁰ That is one example of the negative effect from gender stereotypes that is usually happen to females.

²⁹ Marcin Lewandowski, *Opcit.*, p. 83-84

³⁰ P. J. Caplan, M. Crawford, J. S. Hyde, J. T. E. Richardson, *Gender Differences in Human Cognition*, (New York : Oxford University Press, 1997), p.102-103

Ansary and Babaii in Yonata and Mujiyanto also added another one that female is restricted to occupations such as being a student and a nurse while male is portrayed in diversity jobs such as being a police officer, a doctor, a farmer, a soldier and a teacher.³¹ It is the example of gender stereotypes' impact to the occupation side. Which indicates that the position of males is higher than females, but in the fact that both of them have the same right and opportunity to be what they want, so there should be no limits for females in choosing the work that is suitable with their skills and abilities.

What is more, apparently gender stereotypes can occur in education field. The statement about science and maths are good for boys, can be the illustration of gender stereotypes of education.³² It can be interpreted as the positive or negative towards the gender itself, it is depended on what they percieve and what they think about. Nonetheless, most of facts that the statement has bigger possibility in giving the negative than giving the positive impact towards male or female.

It has been stated previously that beside in the education, gender stereotypes also exist in the job and working field. It is considered by many that women are not match to be a leader. Because women are admitted as a weak and emotional creature. It is caused by gender stereotypes, that it does not only affect who people see as 'fitting' the preconceived notion of a leader, but they also affect women leaders in their daily working lives.³³ Obviously,

³¹ Fadhila Yonata & Yan Mujiyanto, *Opcit.*, p. 93

³² A thesis by Fay Van Craeynest, *Opcit.*, p. 9-10

³³ Judith Baxter, *Women Leaders and Gender Stereotyping in the UK Press*. (UK : Palgrave Macmillan, 2018),p. 5

it can be seen that females and males may be perceived differently in societies. This situation is caused by the occurrence of gender stereotypes in society, which is possible to be impactful – it can be positive and also negative – towards someone's life.

3. Personality Traits of Gender Stereotypes

Stereotypes perhaps shape some traits of male and female. As the example, the list below contains of stereotypic traits implies.³⁴

Table 1. The common of personality traits possessed by female and male

| Female Traits | Male Traits |
|---------------|----------------|
| Warm | Competent |
| Emotional | Stable |
| Kind/polite | Tough/coarse |
| Sensitive | Self-confident |
| Follower | Leader |
| Weak | Strong |
| Friendly | Accomplished |
| Fashionable | Nonconformist |
| Gentle | Aggressive |

Those are some traits about men and women. Societies believe it as the truth, and between men and women, they are affected to act and behave which is suitable with their traits. As the example, that women are seen as nicer and warm, whereas men are seen as more competent and independent.³⁵

It means, both of them try to be what societies expect about them. It is in contrast to the real situation, those traits are not totally true, because men and women have their own personality or attribute about themselves.

It can be concluded that interestingly, the issue about gender stereotypes can not be rejected. Its occurrence may be affective towards both

³⁴ Robert A. Baron Nyla R. Branscombe, *Opcit.*,

³⁵ *Ibid*

of male and female. Furthermore, not only in the daily life, gender stereotypes also spread widely in education and job and career. As stated formerly that it is possible to bring the negative affect towards the gender itself, whether mentally or physically. Therefore, gender stereotype should be considered to be reduced.

C. Gender Schema Theory

In this part of discussion, the materials which are going to be revealed are the definition, the impacts and the examples, the types and the components of gender schema theory. The opening of this discussion is about the situation to depict gender schema itself. After building the understanding about gender schema, the researcher provided the definition, the impacts and the examples of gender schema theory. The next, types of gender schema theory are explained briefly, and the last is followed by the explanation of components from gender schema theory.

1. Concept of Gender Schema Theory

When a baby is born, he/she will be treated differently by the parents. Since at that time, the parents would make him/her get used with their sex and gender. For instance, a baby girl will be identical with soft color, such as pink, purple, peach. While dark color; black, blue, brown, will be the best match for a baby boy. Moreover there are also some toys for boys and girls. Dolls and puppets, as the example for girls, while cars and robots, are really suitable with boys. Those simple situations, undeliberately will refer to a discussion about gender schema theory.

In society, from an early age people can be gendered. It will be impactful towards their life such as in their cognitive and categorical processing in a lifetime. It is a social-cognitive theory, or can be mentioned as gender schema theory.³⁶ This theory will reveal how come a child can be gendered in an early age.

When the babies become gendered, their act, attitude, and preference will be influenced by the culture in the society. Females, tend to be feminine, and males tend to be masculine. What is feminine is more accurately that which is seen as saliently associated with women and girls; what is masculine is that which is saliently associated with men and boys.³⁷ As the example, that females like to play with funny things, while males really like the opposite of it. Actually, “masculinity” is not a fixed characteristic of men, but it is socially created and changes through history,³⁸ as also the femininity. Which means that both of them are not completely right, and are not in a constant position, because it is possible to change in time to time. The process of transforming between male and female into masculine and feminine, can be known as sex typing.³⁹ It is the process of changing where males and females transform their traits and roles into two groups – feminine and masculine. In addition, children’s thought is easy to be shaped. They will learn from what

³⁶ Christine R. Starr & Eileen L. Zurbriggen, *Sandra Bem’s Gender Schema Theory after 34 Years: A Review of its Reach and Impact*, Springer Science and Business Media, New York 2016, p. 2

³⁷ Łukasz Pakuła, Joanna Pawelczyk and Jane Sunderland, *Gender and Sexuality in English Language Education: Focus on Poland*, British Council 2015, p. 12

³⁸ Bettina Baron and Helga Kotthoff, *Gender in Interaction: Perspectives on Femininity and Masculinity in Ethnography and Discourse*, (Amsterdam : John Benjamins Publishing, 2001), p. 141

³⁹ Sandra Lipsitz Bem, *Gender Schema Theory: A Cognitive Account of Sex Typing*, *Psychological Review*, 1981, Vol. 88, No. 4, 354-364, p. 354

they see and what they experience, it will make the sex typing can happen from early age.

One of the example is when a girl saw some toys ; ballon, teddy bear doll and car, she will choose something that she thinks be match with her sex as female. As like the girl does, a boy also will do the same, he is possible to choose what he thinks be relevant with his sex as male. It can happen because of a schema, which is formed by the culture that developed in the society since the babies were born that can affect their life about how they percieve something, how they think about what can they do, what should they do and what should not do.

The schema begins when the children start to know about the role as males and females based on their culture. It is an implication about how the process of gender schema. A schema is a cognitive structure, a network of associations that organizes and guides an individual's perception. A schema functions as an anticipatory structure, a readiness to search for and to assimilate incoming information in schema-relevant terms.⁴⁰ When this schema have been shaped in children's thought, scious or unscious they can label themselves as males or females. All in all, gender schema theory is known as a schema – that has been formed by the culture and the experience by someone since he or she was a child – which is related to the gender beliefs and it influences someone's behaviour.

⁴⁰ Sandra Lipsitz Bem, *Gender Schema Theory and Its Implications for Child Development: Raising Gender-Aschematic Children in a Gender-Schematic Society*, Signs, Vol. 8, No. 4 (Summer, 1983), pp. 598-616, p. 603

2. Types of Gender Schema Theory

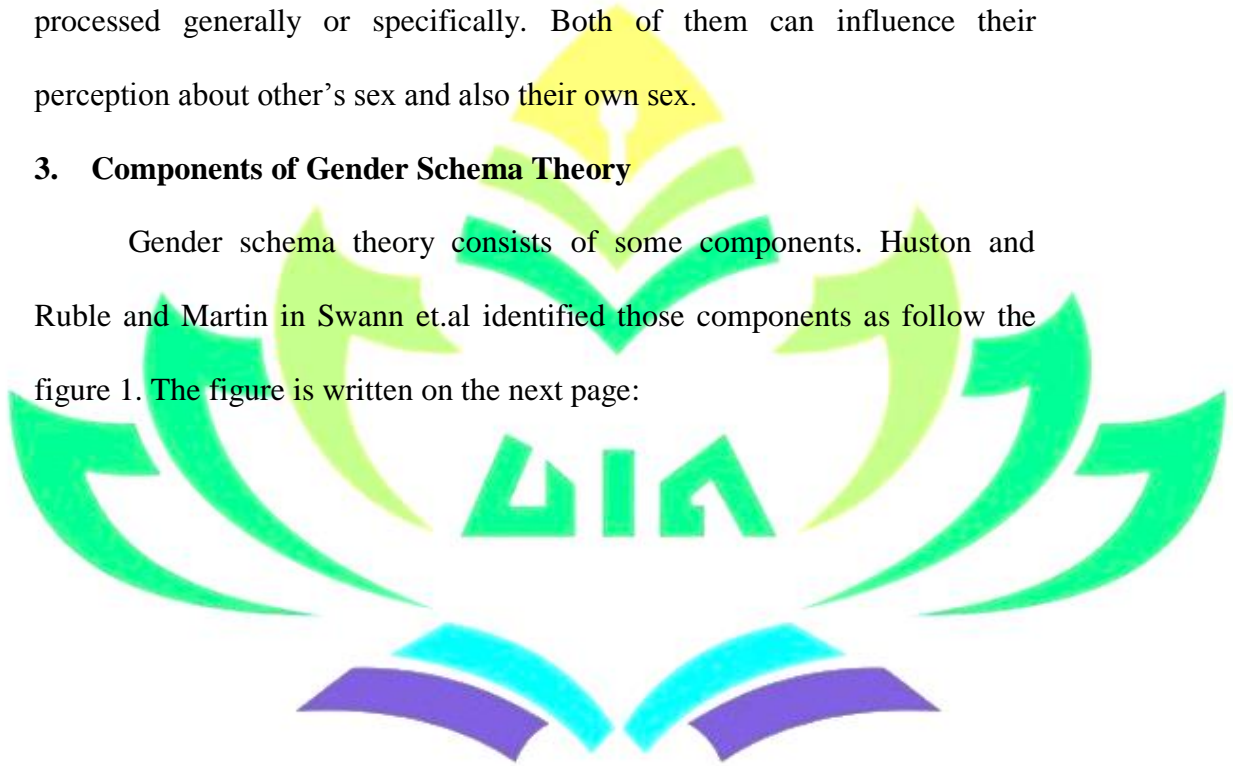
Generally there are two types of gender schema theory :

- a. a schema consisting of general information to categorize objects, behavior, traits, or roles as male or female,
- b. an “own-sex” schema, a narrower and more detailed version of the first, consisting of information children have about objects, behavior, traits, and roles that characterize their own sex.⁴¹

It can be implied that the information that children’s got, can be processed generally or specifically. Both of them can influence their perception about other’s sex and also their own sex.

3. Components of Gender Schema Theory

Gender schema theory consists of some components. Huston and Ruble and Martin in Swann et.al identified those components as follow the figure 1. The figure is written on the next page:



⁴¹ Albert & Porter, Children’s Gender-Role Stereotypes: A Sociological Investigation of Psychological Models, 1998, cited in Karasiak, Karie Jo, "Gender Stereotypes in Public School Textbooks in the Dominican Republic" (2010). Master's Theses, p. 7

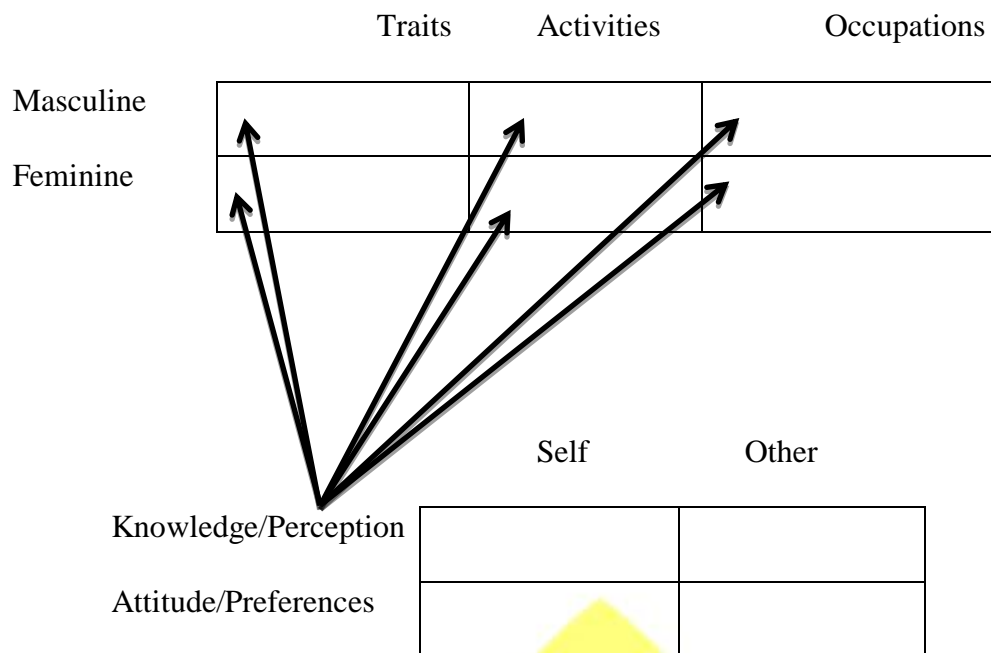


Figure 1 : Components of Gender Schema

Source: Adapted from Swann⁴²

From that figure, it can be seen clearly that there is a big component of gender schema. If it is measured, there are 24 categories which can be known. As the instance ; self-knowledge of masculine traits, self-knowledge of masculine activities, self-knowledge of masculine occupations, and so forth. Those components can be about self schemas and other's schemas.

As stated that gender schema has many components, two of them are about masculine and feminine traits and masculine and feminine occupations. Those components will be the main components which are going to be discussed in this research. The first one is masculine and feminine traits. Previously, it is already explained that gender stereotype is potentially to shape a trait towards the gender itself – male and female. A trait that is related

⁴² William B. Swann, JR. Judith H. Langlois, Lucla Albino Gilbert, *Opcit.*, p. 110

to female, can be known as feminine trait, while a trait that is related to male is masculine trait. Those traits can be in physical attributes, manner attributes, or preferences.

Popular descriptions about women's and men's physical appearance are women's physical attributes include dainty, pretty, soft-voiced, and graceful, while men's include athletic, brawny, broad shouldered, and physically strong.⁴³ It seems like between males and females' physical appearance are really in a contradiction. When a person depicted with the broad shoulders, he is having a masculine physical attribute.⁴⁴ It can be known that someone who has a masculine physical attribute, will have a mature looks.

As the basic knowledge, that males are identical as the rough person. In addition, the masculine traits are portrayed with much darker skin color, with the moustache, and beard. Moreover, the masculine traits are also equipped by the short hair, with the dark hair color such as black or brunettes, but there is also in a blond hair.⁴⁵ It can be assumed that masculine traits are depicted in a simple appearance without many accessories, which can add the masculinity of a man. While for the feminine traits, are described in a glamour ways, such as having narrow eyebrows, with a lighter skin color, and also have a feminine hair styles – long straight hair and usually the color of

⁴³ Florence L. Denmark and Michele A. Paludi, *Psychology of Women: A Handbook of Issues and Theories*, (London : Praeger, 2008), second edition, p. 207

⁴⁴ William B. Swann, JR. Judith H. Langlois, Lucia Albino Gilbert, *Op cit.*, p. 56

⁴⁵ Andreea Niculescu, Frans van der Sluis, and Anton Nijholt, *Femininity, Masculinity and Androgyny*, Human Media Interaction Group, University of Twente, P.O. Box 7500, Enschede, The Netherlands, p. 630

the hair is in various. Moreover, the accessories which can not be separated with the feminine trait is having earrings on ears.⁴⁶ Those are the common traits of physical appearance of masculinity and femininity.

It can be added that usually the feminine traits are also identical with the using of skirts, blouse, with the soft color, such as pink, purple, and so on. Furthermore, as the girls they usually get dressed in an undesirable and frilly clothes so that they have to be careful, and their hair is also made in a fancy style.⁴⁷ While the masculine traits, are identical with the using of t-shirt, trousers, with the dark color such as black, brown, and so on. It seems that as females, they want to be looked as beautiful creature, while as males, they want to be looked as mature creature.

Although females are really matching with the soft color, but in fact it is not rarely found that some females also like to use the light color such as red, which is really identical with the color of lipstick. This color is related to love, passion, and romantic context. Women, in particular, are evaluated as more attractive by men when those women display the color red.⁴⁸ It seems like women like to try something new in their life, and those all will affect to the people's view about them.

Beside physical appearance, masculine and feminine trait also include the manner attribute for both of males and females. Males generally perceive

⁴⁶ *Ibid*

⁴⁷ Simone De Beauvoir, *The Second Sex*, (London : Lowe and Brydone Ltd, 1956), p. 286

⁴⁸ Daniela Niesta Kayser and Sascha Schwarz, *Physical Appearance, Attractiveness and Relationships: Is the Display Versus Avoidance of the Color Red a Strategic Mating Signal?*, J Psychol Psychother, 2017, vol 7: 293, p. 2

themselves as more dominant, autonomous, aggressive, and active, whereas females describe themselves as more nurturant, affiliative, and deferential.⁴⁹ It means that the traits can affect someone in perceiving his or her self and the others.

The next discussion is about the feminine and masculine occupations. This is the component which is also crucial to be discussed. Bourdieu in Huppatz argued that occupation remains a good and economic indicator of position in social space.⁵⁰ It means that occupations which belong to someone can influence his or her status in the society. Between males and females, they have different type of occupations. Those all can happen because society differentiate males and females occupations based on their gender. To illustrate it, society perceive women are very appropriate with the occupations like nursing, teaching, social work, retail work, child care, beauty work and hairdressing, but largely do not participate in carpentry, engineering, policing, mining and information technology.⁵¹ It seems that women are not always capable with all kinds of jobs, and it is also prevailed for men.

Men's work are believed as the most labouring, most work involving heavy machinery, most transport work, most work involving weapons and dangerous tools, and most work in heavily polluted environments.⁵² It looks like men's works are very dangerous which need an extra power and a good mental to do, while for women, they are identical with the domestic or indoor

⁴⁹ Florence L. Denmark and Michele A. Paludi, *Op cit.*, p. 312

⁵⁰ Kate Huppatz, *Gender Capital at Work : Intersections of Femininity, Masculinity, Class and Occupation*, (UK : Palgrave Macmillan, 2012), p. 15

⁵¹ *Ibid.*, p. 3

⁵² Bettina Baron and Helga Kotthoff, *Op cit.*, p. 145

works. In addition, women are taught some skills by their mother since they were in a childhood; how to cook, how to sew, how to keep a house, along with care of her person, charm and modesty.⁵³ Those situations indicate that since as a little girl, women are obligated to accept some jobs that will be a character as women.

Women are also well known with their care and service.⁵⁴ It means that they are suitable with their obligation in the house, such as being a mother, nurturing for a child, giving a best service for her husband, and so forth. Those all can bring into a condition where women can not have authority over men and so men are more likely to be promoted to positions of authority.⁵⁵ This situation seems like unfair for women, which is more benefit for men. In addition, that situation also shape a thought that the status of women is lower than men, and it makes women more and more lost of their confidence as women. From this, it can be highlighted that between females and males traits in the society can bring an impact towards their occupations in the society.

Another components that can be noticed is about the definition between knowledge/perception and attitude/preferences. The concept of knowledge concerns to the information children possess about which sex usually performs which activities and occupations or possesses personality traits differentially associated with the sexes.⁵⁶ It means that knowledge that

⁵³ Simone De Beauvoir, *Opcit.*, p.286

⁵⁴ Kate Huppatz, *Opcit.*, p. 28

⁵⁵ *Ibid*

⁵⁶ William B. Swann, JR. Judith H. Langlois, Lucla Albino Gilbert, *Opcit.*, p. 111

children get, can shape their thought about who that usually do the activities that will reflect to their sexes. Further, the concept of attitudes concerns to a more affective judgment about who should perform the activities or possess the traits.⁵⁷ It means that children will get the informations about the traits, activities, or occupation of sexes and then those informations will form a concept of judgment, or called as attitudes or preferences.

Generally, it is obviously seen that using the components of gender schema theory, children are able to recognize their own self sex schema, and sex schema own by others. Therefore they can be asked about what their preferences and about what the other people's preferences in general. What is more, gender schema theory is naturally formed in every children's thought, and it is influenced by their background of culture, which can be impactful towards their perception in a lifetime.

D. Images

The general explanation about images are exposed in this discussion. It begins by describing about in where images can occur, the function, and then followed by the the definition and several types of images.

1. Concept of Images

A map, a magazine, a newspaper, a book, are contained of images. When in job and working, image can appear in a map, or graphic, which is used to help the workers in presenting their works. While in health, image can be in the poster and diagram which is important to give an information to the

⁵⁷ *Ibid*

patient about something related to the health. Further in education, image is useful to be an illustration about a lesson which is difficult to understand by the students.

Images can be implied as more than just a symbol or a sign. It must be understood as a kind of language; instead of providing a transparent window on the world, images are now regarded as the sort of sign that presents a deceptive appearance of naturalness and transparency concealing an opaque, distorting, arbitrary mechanism of representation.⁵⁸ It is revealed that an image is kind of a language that provides an illusive appearance of something, and moreover it can be meaningful and purposeful.

2. Types of Images

Generally, images can be in printed or in digital image. Both of them are very useful and as one of the important component in many fields. Such as in job and working, health, education and many more. At the different fields, the function of images can be in various.

An image is a part of visual tool. As defined by Harris and Caviglioli in Krčelić and Matijević, visual tools are the forceful retention aids which can intensify understanding. There are several types of visual tools: pictures, posters, photos, illustrations, icons, symbols, sketches, figures, presentations,

⁵⁸ W. J. T. Mitchell, *What Is an Image?*, New Literary History, Vol. 15, No. 3, Image/Imago/Imagination (Spring, 1984), 503-537, p. 504

mind maps.⁵⁹ Those types of visual tools are used in a lot of spheres, with the different function, different implementation, and different utilization.

It can be known clearly that an image is more than just a sign, there is a meaning – explicitly or implicitly – behind it. In addition, no matter how is the utilization, or where it will be implemented, images or visual tools will always be useful to make the people get a better understanding about something.

E. Visual Images in Textbook

In this part, the discussion about images is explained more specifically. The material is focusing about visual images in textbook. If in the previous discussion has been explained about images in general, further in this discussion, the researcher will expose a narrower material about images such as how the occurrence of visual images in textbook, how the role of visual images in textbook, and how the role of visual images of textbook in teaching and learning process.

1. Concept of Visual Images in Textbook

Visual images are really familiar in students' perception. It can not be rejected that visual images are almost used in every teaching and learning process, so that students are easy to get used with it. The simplest example as the concrete evidence of that is the using of textbook in the classroom. In teaching and learning process, the use of textbook is undoubted at all.

Although the education system is developing fast in time to time, but the

⁵⁹ Petra Krčelić and Ana Skledar Matijević, *A Picture and A Thousand Words: Visual Tools in ELT*, The International Language Conference on The Importance of Learning Professional Foreign Languages for Communication between Cultures 2015, p. 110

existence of textbook stays survived persistently. Moreover, it has been known that visual images are able to appear in many forms, one that can be discussed in depth is the presence of visual images in the textbook.

2. The Role of Visual Images in Textbook

The occurrence of visual images in the textbook is really useful. Moreover, by using visual images, teachers are easier to engage the students' attention. In addition, it can be used in increasing the students' understanding about the hard material. As mentioned by Mayer and Sims cited in Rokni and Karimi, that visual elements are better to be used in learning words. In learning process, the real objects or pictures are more effective and easier to be implemented.⁶⁰ It can be implied that visual images in textbook is beneficial for both teacher and student to improve the learning.

Undoubtedly, that visual images in textbook have a big role in teaching and learning process. Images were used not only as visual reinforcement, but in order to make the finished product more attractive and hence more marketable, it means that not only as decoration, visual images in textbook are also be a good media to stimulate ideas and discussion.⁶¹ That situation indicates that images in textbook have a value behind it, not only as the decoration, but it can make something being more appealing and valuable.

⁶⁰ Seyed Jalal Abdolmanafi Rokni and Neda Karimi, *Visual Instruction: An Advantage or a Disadvantage? What about its Effect on EFL Learners' Vocabulary Learning?*, Asian Journal of Social Sciences & Humanities, Vol. 2 No. 4, 2013, p.237

⁶¹ Kieran Donaghy and Daniel Xerri, *The Image in English Language Teaching*, (United Kingdom : ELT Council, 2017), pp. 2-3

Furthermore, Calvani and Paoletti cited in Triacca assured that images can be adopted to support in remembering and learning.⁶² It means that images are really useful and helpful for whoever that feels difficult in remembering or learning something. Principles of Multimedia Learning and the Theory of Cognitive Load also added that image has role in understanding the material both of oral and written text.⁶³ It can be highlighted that visual images in textbook make the process of learning being more efficient because visual images are easy to be remembered by students, and it is also good for them to bring a deep comprehension about a text.

Additionally, Werner cited in Restanto stated that visual images in education textbooks have to be dynamically read by learners.⁶⁴ Because it is not contained of the pictures only, but it also contains of texts, which means that textbook is a good combination between text and images. So that the learners should read it actively and deeply. Further, Harmer's point of view that cited in Restanto argued visual image in the textbook is one of the variability of teaching supports which is used to depict language meaning structure, to employ learners in a topic, or as the base of an entire activity.⁶⁵ Overall, visual images are the common parts of the textbook, with a lot of advantages for learners and teachers in teaching and learning process. Besides, between visual images and textbook are a great combination in

⁶² Serena Triacca, *Teaching and Learning with Pictures the use of Photography in Primary Schools*, Proceedings 2017, vol. 1, no. 952, p. 1

⁶³ *Ibid*

⁶⁴ Maulana Restanto, *The Use of Picture Book in Teaching Reading for Junior High School Students*, Journal of English and Education 2016, 4(2), 49-62, p. 50

⁶⁵ *Ibid.*, p. 51

creating a good comprehension towards the students. Moreover it can be recognized that visual images in textbook is one of the media to give the hard material and make it be easier to be understood by the students.

F. Textbook

In this part, some items linked to the textbook are discussed, such as concept of textbook, textbook analysis, textbook in EFL and aspects of analysis. Those items are crucial to be discussed, in order to form an understanding about the textbook itself, to know how the analysis of it and its role in EFL, and also to understand the aspects which are important to be considered in analyzing a textbook.

1. Concept of Textbook

Textbook or coursebook is one kind of teaching media in the school. It is really necessary for supporting the teaching and learning process. Although now is a modern era – when everything used electronic media and internet as the main resource – it can not be rejected that the use of textbook is still needed. In school, the aims or the objectives of learning have been arranged sistematically which are suitable with the learners' need, for gaining those aims it is needed the concrete resource, and for that a textbook plays role in that case. As explained by Cunningsworth that textbook can be seen as the source for reaching the learning's goal which is appropriate with the learners'

need.⁶⁶ It means, textbook is very important tools in teaching and learning process.

Textbook is not only needed by teacher as the media for transferring the material to the students, but it is also needed by the students for getting a deep understanding about the learning from teacher. Beside of that, Frankly in Yonata and Mujiyanto added that a textbook is a crucial tool which can shape the students' attitude toward the world life.⁶⁷ It can be implied that a textbook can give a deep impact toward the students' act. Moreover, Brown mentioned that textbook is one type of text which can be used in an educational curriculum.⁶⁸ It means that textbook is a part of curriculum, which can be implied that the existence of textbook is still needed and can not be separated from teaching and learning process.

As the part of curriculum, textbook plays role as the resource idea for teacher and also contains of many exercises or activities for students.⁶⁹ The exercises help the students to test how good their understanding about the material is, and if they still do not really understand, they are able to see the material which is also available on the textbook. Afterward for teacher, the resource idea is very useful for making and preparing the learning plans in the classroom.

⁶⁶ Alan Cunningsworth, *Choosing Your Coursebook*, (Oxford : Macmillan Publisher Limited, 1995), p. 7

⁶⁷ Fadhila Yonata & Yan Mujiyanto, *The Representation of Gender in English Textbooks in Indonesia*, Language Circle: Journal of Language and Literature, 2017 vol 12(1) 91-101, p. 92

⁶⁸ H. D. Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (New York: Longman. 2001), p. 141

⁶⁹ Ni'mal Fuyudloturromaniyyah, *A Textbook Analysis : An in-Depth Analysis of Activities in Scientific Approach's Perspective in an EFL Textbook for Seventh Grade*, Journal of English and Education 2015, 3(2), 51-64, p. 53

Ur also uttered that both of teachers and students usually have their own textbook, and as the basis for a language course, it should be followed systematically.⁷⁰ That means, textbook for teacher and students usually have a different function and should be followed structurally. Specifically, for teacher, the textbook is used as the guideline for transferring the learning, while for the students, textbook is used as the source for understanding the material, the task and exercises from teacher.

All in all, it can be seen lucidly that textbook is a crucial tool in teaching and learning process. Moreover it can not be neglected that unconsciously textbook also plays role in forming the students' behaviour toward the real life, because it is used in school and of course the students will be familiar with it.

2. Textbook Analysis

Generally, many textbooks are available from different authors. It means that there are a lot of textbooks which can be chosen by teacher as the media for teaching. Therefore, teacher should be selective in choosing the right textbook which is suitable with the learners' need, age, gender and – of course – the learning goal. To overcome this case, an analysis of textbook is needed.

Textbook analysis or textbook assessment is an out of class judgement in order to see how well a new book, whether it will be performed or it has

⁷⁰ Penny UR, *A Course in Language Teaching: Practice and Theory*, (Cambridge: Cambridge University Press, 1996), p. 183

been performed in a class.⁷¹ It indicates that doing a textbook analysis can be conducted towards the book whether it has been implemented in class or not, with the aim is to recognize the strength and also the weakness of the book itself. Further, Tomlinson in Rahimpour and Hashemi contended that textbook evaluation, is an applied linguistic activity through which teachers, supervisors, administrators and materials developers can make sound judgments about the efficiency of the materials for people using them.⁷² That means, textbook analysis is the activity of appraisal about how efficient materials inside the textbook to be used by people.

Textbook evaluation or textbook analysis in teaching and learning has a goal, which can be explained by Skopinskaja in Bojanić and Topalov who pointed out that the aims of textbook evaluation can be divided into two parts. As the textbook which will be used, it is called as predictive analysis, the aim of this analysis is to analyze the suitability of textbook with the classroom usage. As the textbook which has been used, it is called as retrospective analysis that purposed to analyze the strength and the weakness of the textbook.⁷³ In this research, the aims of textbook evaluation can be categorized as retrospective analysis, because the textbook that will be analysed in this research, has been being implemented in school for junior high school students.

⁷¹ Jeremy Harmer, *The Practice of English Language Teaching*, (New York : Longman, 1991), Third Edition, p. 301

⁷² Massoud Rahimpour and Raheleh Hashemi, *Textbook Selection and Evaluation in EFL Context*, World Journal of Education Vol. 1, No. 2; October 2011, p. 63

⁷³ Biljana B. Radić-Bojanić, Jagoda P. Topalov, *Textbooks in the EFL Classroom: Defining, Assessing And Analyzing*, Collection of Papers of the Faculty of Philosophy XLVI (3) 2016, p. 143

Using a textbook is a choice which can not be neglected by teachers, and for that, teachers should be able to select the right textbook that is appropriate with their purpose of learning. Cunningsworth told that selecting coursebook is the process of matching the material against the context in which it is going to be used.⁷⁴ Harmer added that before selecting the coursebook, teachers should do some steps : analyze, pilot, consult to the colleagues and even anyone who has opinion about the textbook, and the last is ask to the students about their opinion in which textbook that will be the best for them.⁷⁵ Those processes should be done by teacher sistematically, and full of consideration.

On top of that, doing an evaluation to a textbook is really beneficial for teacher. Dickins and Germaine in Gufron and Saleh stated that evaluation is an intrinsic part of teaching and learning.⁷⁶ It is implied that doing an evaluation is the essential part of teaching and learning. Furhter, in Gufron and Saleh, Ellis suggested that textbook evaluation helps teachers go beyond impressionistic assessments and it helps them to acquire useful, accurate, systematic and contextual insights into the overall nature of textbook material.⁷⁷ That means, textbook evaluation is useful for teacher to obtain some contextual knowledge related to the textbook material.

⁷⁴ Alan Cunningsworth, 1995,*Op.cit.*, p. 5

⁷⁵ Jeremy Harmer, *How To Teach English*, (Oxford : Pearson Education Limited, 2007), New Edition, p. 153

⁷⁶ M. Ali Ghufon, & Mursid Saleh, *Designing a Model of Research Paper Writing Instructional Materials for Academic Writing Course: Textbook Evaluation*, Language Circle: Journal of Language and Literature X/2, 2016, p. 115

⁷⁷ *Ibid.*,p.116

From those explanations, textbook analysis or textbook evaluation, can be defined as the process of evaluating or judging the textbook in order to know how good a textbook itself and to know how good its suitability with the learners need, gender, and age. Moreover, it can be seen clearly that doing an analysis of textbook not only gives the benefit for teacher, but also potentially gives the impact about how the learning goal of teaching process can be gained. Therefore, textbook analysis is completely important for teacher.

3. Textbook in EFL

The use of textbook in English Foreign Language (EFL) is crucial to be discussed. Sheldon in Litz suggested that textbooks do not only represent the visible heart of any ELT program, but also offer considerable advantages for both teacher and student, when they are being used in the EFL classroom.⁷⁸ As supported by Cunningsworth who summarized the role of materials, particularly course books in language teaching as:

- 1) a resource for presentation materials (spoken and written),
- 2) a source of activities for learner practice and communicative interaction,
- 3) a reference source for learners on grammar, vocabulary, pronunciation, and so forth,
- 4) a source of stimulation and ideas for classroom activities,
- 5) a syllabus where it reflects learning objectives that have already been determined,

⁷⁸ David R. A. Litz, *Textbook Evaluation and ELT Management : a South Korean Case Study*, Asian EFL Journal, 2001, p. 5

- 6) a support for less experienced teachers who have yet to gain inconfidence.⁷⁹

Textbook in EFL is really helpful – both for teacher and student. For teachers who are not the native speaker, textbook can be the guideline to teach in the classroom. Further, in Rahimpour and Hashemi, Razmjoo revealed that many students who working with textbook will feel assure and have the advanced progress and achievement.⁸⁰ It is caused by having a textbook, students are possible to understand more about the materials, that is why they will get an improvement in their learning.

What is more, Hycroft cited in Rahimpour and Hashemi stated that one of the primary advantage of using textbooks is that they are psychologically essential for students since their progress and achievement can be measured concretely when teachers use them.⁸¹ From these, it can be concluded that textbook in EFL has a big role in running the teaching and learning process, as stated previously by Cunningsworth that textbook can be in various advantages; as the resource of the materials – both of for teachers and learners, as the tasks which can help the students in practicing their skill, as the syllabus, and also as the support for the teachers who still have less of confidence.

4. Analysis Aspects of Textbook

There are a lot of ways in doing textbook evaluation. Therefore, many aspects are available which have to be considered when analyzing the

⁷⁹ Alan Cunningsworth, 1995, *Op.cit.*, p. 7

⁸⁰ Massoud Rahimpour and Raheleh Hashemi, *Opcit.*, p. 62

⁸¹ M. Ali Ghufroon, & Mursid Saleh, *Opcit.*, p. 114

textbook. Celce pointed out that the issues that must be addressed in a textbook evaluation system are the fit between the materials and the curriculum, the students and the teachers.⁸² It indicates that when doing textbook analysis or evaluation, there are some aspects that are related each other and should be pondered. A research from Guide for Literacy Practitioners Serving Adults with Learning Disabilities exposed some criteria as the standards for selecting instructional materials, such as:

1. the instructional material is appropriate for an adult, regardless of the person's age, gender, race, ethnicity, and primary language,
2. the instructional principles used to promote learning are clearly stated and consistent with what is known about adult learning,
3. the learning outcomes that can be expected are clearly described,
4. the results achieved by using the instructional materials can be used to make decisions regarding further instruction,
5. the procedures for checking the learner's progress are clear and easy to use,
6. the requirements for literacy practitioners to learn to use the material are reasonable.⁸³

Those all some requirements in selecting the materials especially for adult. They are needed to be considered in choosing the materials.

⁸² Marianne Celce-Murcia Editor, *Teaching English as a Second or Foreign Language*, (Boston: Heinle and Heinle, 2001), Third Edition, p. 416

⁸³ Kathleen Santopietro Weddel, *How to Choose a Good ESL Textbook For Adult Education and Family Literacy Learners*, Northern Colorado Professional Development Center, 2009, p. 10

Furthermore, Cunningsworth suggested the guideline for analyzing the textbook as follow :

1. coursebook should correspond to learners' need. They should match the aims and objectives of language - learning programme,
2. coursebook should reflect the uses (present or future) which learners will make of the language, select coursebook which will help to equip students to use language effectively for their own purposes,
3. coursebook should take account to students' need as learners and should facilitate their learning processes, without dogmatically imposing a 'rigid' method,
4. coursebook should have a clear role as a support for learning, like teachers, they mediate between the target language and the learner.⁸⁴

The four guidelines from Cunningsworth are important to be known as the consideration when analyzing the textbook materials especially for adults learners. Another point of view comes from Sheldon cited in Nunan, who provided an extensive checklist of question which can aid in the selection of coursebook. He proposed that materials should be evaluated according to criteria such as their rationale, accessibility, layout and ease of use.⁸⁵ It is implied that the materials should fulfill the criteria as the standard of evaluation. Likewise, Littlejohn and Windeatt cited in Nunan, also proposed a more modest for assessing textbook. They suggested that the materials should be evaluated by considering some perspectives, such as:

⁸⁴ Alan Cunningsworth, 1995, *Op.cit.*, pp. 15-17

⁸⁵ David Nunan, *Language Teaching Methodology : A Textbook for Teachers*, (London : Prentice, Hall, 1991), p. 209

1. the general or subject knowledge contained in the materials,
2. views on nature and acquisition of knowledge,
3. views on nature of language learning,
4. role relations implicit in materials,
5. opportunities for the development of cognitive abilities,
6. the values and attitudes inherent in the materials.⁸⁶

It can be seen that when analyzing textbook, teachers should consider a lot of aspects or perspectives that can be helpful and valuable for them. As mentioned before, that some aspects are available to be considered, one of them is about the values and attitudes inherent in the materials. This aspect focuses on the social aspects, such as how the racism and sexism may occur in the textbook, it will reflect to the gender bias or gender stereotypes that potentially appear, therefore it is a responsibility for teacher to be aware and be sensitive – whether there are gender stereotypes or not – when analyzing the textbook.

⁸⁶ *Ibid*

REFERENCES

- Abdullah G. 2012. "A Content Analysis of Textbooks: Investigating Gender Bias as a Social Prominence in Iranian High School English Textbooks". *English Linguistics Research.Iran :Sciedu Press. 1(1), 42-49.*
- Albert and Porter. 1998. Children's Gender-Role Sterotypes: A Sociological Investigation of Psychological Models. Cited in Karasiak, Karie Jo, "Gender Stereotypes in Public School Textbooks in the Dominican Republic" (2010). *Master's Theses.*
- Ali, Abdullah Yusuf. 2004. *The Meaning of Holy Quran*, New Edition Revised Translation. Madinah: Almana Publication
- Andreea N, FransV, and Anton N. Feminity, Masculinity and Androgyny. *Human Media Interaction Group.University of Twente. P.O. Box 7500.Enschede, The Netherlands.*
- Anja S and VlastaH. 2015. Gender Stereotype Analysis of The Textbooks for Young Learners. *Social and Behavioral Sciences.Slovenia :Procedia - vol :186.*
- Ary, Donald, et.al. 2010. *Introduction to Research in Education*. Canada : Wadsworth. Eight edition.
- Baron, Bettina and Helga Kotthoff. 2001. *Gender in Interaction: Perspectives on Femininity and Masculinity in Ethnography and Discourse*. Amsterdam : John Benjamins Publishing.
- Baxter, Judith. 2018. *Women Leaders and Gender Stereotyping in the UK Press*. UK : Palgrave Macmillan.
- Beauvoir, Simone De. 1956. *The Second Sex*. London : Lowe and Brydone Ltd
- Biljana B, Jagoda P. 2016. Textbooks in the EFL Classroom: Defining, Assessing and Analyzing. *Collection of Papers of the Faculty of Philosophy XLVI (3)*
- Branscombe, Robert A. Baron Nyla R. 2014. *Social Psychology*. United States of America : Pearson Education Limited. Thirteenth edition.
- Brown, H. D. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New York: Longman.

- Caplan, P. J, M. Crawford et. al. 1997. *Gender Differences in Human Cognition*. New York: Oxford University Press.
- Catalán, Rosa María Jiménez. 2010. *Gender Perspectives on Vocabulary in Foreign and Second Languages*. New York : Palgrave Macmillan.
- Celce, Marianne -Murcia Ed. 2001. *Teaching English as a Second or Foreign Language*. Boston: Heinle and Heinle. Third Edition.
- Christine R and Eileen L. 2016. Sandra Bem's Gender Schema Theory after 34 Years: A Review of its Reach and Impact. *Springer Science and Business Media. New York*.
- Creswell, John W. 2012. *Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. Boston : Pearson. Fourth edition.
- Cunningsworth, Alan. 1995. *Choosing Your Coursebook*. Oxford : Macmillan Publisher Limited.
- Daniela N. K and Sascha S. 2017. Physical Appearance, Attractiveness and Relationships: Is the Display Versus Avoidance of the Color Red a Strategic Mating Signal?. *J Psychol Psychother. Vol7*: 293.
- David R. A. 2001. Textbook Evaluation and ELT Management : a South Korean Case Study. *Asian EFL Journal*.
- Denmark, Florence L. and Michele A. Palud. 2008. *Psychology of Women: A Handbook of Issues and Theories*. London : Praeger. Second edition.
- Donaghy, Kieran and Daniel Xerri. 2017. "The Image in English Language Teaching. United Kingdom : ELT Council. Fay V. 2015. Gender Representations in EFL Textbooks : A Quantitative and Qualitative Content Analysis". *Unpublished thesis. Faculteit Letteren & Wijsbegeerte*.
- Fadhila Y and Yan M. 2017. The Representation of Gender in English Textbooks in Indonesia, *Language Circle: Journal of Language and Literature*. vol 12(1) 91-101.
- Gender stereotypes and Stereotyping and women's right. 2014. *A research from OHCHR Research and Right to Development Division Rule of Law*.
- Harmer, Jeremy. 1991. *The Practice of English Language Teaching*. New York : Longman. Third Edition.
- . 2007. *How To Teach English*. Oxford : Pearson Education Limited. New Edition.

- Haryanto Atmowardoyo. 2018. Research Methods in TEFL Studies: Descriptive Research, Case Study, Error Analysis, and R & D. *Journal of Language Teaching and Research*, Vol. 9, No. 1. pp. 197-204.
- Holmes, Janet and Miriam Meyerhoff. 2003. *The Handbook of Language and Gender*. United Kingdom : Blackwell Publishing Ltd.
- Huppertz, Kate. 2012. *Gender Capital at Work : Intersections of Femininity, Masculinity, Class and Occupation*. UK: Palgrave Macmillan.
- Kathleen S. 2009. How to Choose a Good ESL Textbook for Adult Education and Family Literacy Learners. *Northern Colorado Professional Development Center*.
- Krippendorff, Klaus. 2004. *Content Analysis : An Introduction to its Methodology*. London : Sage publications. Second edition.
- Łukasz Pand Jane S. 2015. Gender and Sexuality in English Language Education: Focus on Poland. *British Council*.
- Massoud R and Raheleh H. 2011. Textbook Selection and Evaluation in EFL Context. *World Journal of Education* Vol. 1, No. 2.
- Marcin L. Gender Stereotyping in EFL Grammar Textbook : A Diachronic Approach, *Linguistik Online* 68, 6/14.
- Matsutomo, Davis and Linda Juang. 2008. *Culture and Psychology*. Wadsworth: Cengage Learning. Third edition.
- Maulana Restanto. 2016. The Use of Picture Book in Teaching Reading for Junior High School Students. *Journal of English and Education*. Vol. 4(2), 49-62.
- Michael J and Gwendolen B. 2006. Implicit and Explicit Occupational Gender Stereotypes. *Sex Roles* vol 55:259–266.
- Mohamad S, Mohd Yasin et al. 2012. A Visual Analysis of a Malaysian English School Textbook : Gender Matters. *Social and Behavioral Sciences. Procedia-* vol. 69:1871 – 1880.
- Mohadeseh A and Parviz B. 2012. Gender Bias in the Iranian High School EFL Textbooks. *English Language Teaching* Vol. 5, No. 2.
- Mohammed Y, and Hanadi A. 2015. Gender Representation in English Language Textbooks: Action Pack 10. *American Journal of Educational Research* Vol. 1, No. 2, pp. 14-18.

- M. Ali G and Mursid S. 2016. Designing a Model of Research Paper Writing Instructional Materials for Academic Writing Course: Textbook Evaluation. *Language Circle: Journal of Language and Literature* X/2.
- Ni'mal F. 2015. A Textbook Analysis : An in-Depth Analysis of Activities in Scientific Approach's Perspective in an EFL Textbook for Seventh Grade. *Journal of English and Education*. Vol 3(2), 51-64
- Nunan, David. 1991. *Language Teaching Methodology : A Textbook for Teachers*. London : Prentice, Hall.
- Patricia B and Jennifer N. 1994. Girls are, Boys are, Myths, Stereotypes & Gender Differences. *Office of Educational Research and Improvement U.S. Department of Education*.
- Petra Krčelić and Ana Skledar Matijević. 2015. A Picture and A Thousand Words: Visual Tools in ELT. *The International Language Conference on The Importance of Learning Professional Foreign Languages for Communication between Cultures*.
- Salamah, Ummu. 2014. Gender Representation in the English Textbook, A Content Analysis of Bright for Seventh Grade Student Published by Erlangga. *A thesis, Syarif Hidayatullah State Islamic University Jakarta*.
- Sandra Lipsitz Bem. 1981. Gender Schema Theory: A Cognitive Account of Sex Typing. *Psychological Review*. Vol. 88, No. 4, 354-364.
- , 1983. Gender Schema Theory and Its Implications for Child Development: Raising Gender-Aschematic Children in a Gender-Schematic Society. *Signs*, Vol. 8, No. 4. Summer. pp. 598-616.
- Serena Triacca. 2017. Teaching and Learning with Pictures the use of Photography in Primary Schools. *Proceedings*. Vol. 1, no. 952.
- Seyed Jalal A and Neda K. 2013. Visual Instruction: An Advantage or a Disadvantage? What about its Effect on EFL Learners' Vocabulary Learning? *Asian Journal of Social Sciences & Humanities*. Vol. 2 No. 4.
- Swann, William B, JR. Judith H. Langlois and Lucla Albino Gilbert. 1999. *Sexism and Stereotypes in Modern Society*. Washington DC : American Psychological Association. The Gender Science of Janet Taylor Spence.
- UR, Penny. 1996. *A Course in Language Teaching: Practice and Theory*. Cambridge: Cambridge University Press.
- W. J. T. Mitchell. 1984. What Is an Image?. *New Literary History*, Vol. 15, No. 3, *Image/Imago/Imagination*. Spring. 503-53